**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 1.OA.1**  **The Envision Lesson: 3-2 Addition: Making 8** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| The following questions should be considered for each part of the lesson:   * What are the predictable failures for this lesson? (conceptually and behaviorally) * How will you prevent these failures? * What will you do to maintain consistency? * How will you know if it is working? |  |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Choose from the many options:   * *Review What You Know* * *Interactive Math Stories* * Math Journaling * *Spiral Review* * *Problem of the Day* | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction Marzano Strategy  Vocabulary Word - DOUBLE   1. How will you explicitly teach new vocabulary?   Day 1 – Introduce word, repeat 3 times, turn to neighbor tell what you think it means, show examples (3+3, 2 die both on 5, 2 hands), show word with picture  Day 2 – Review word – restate definition in own words, give examples, write in journal, make an action.  Day 3 – Create a picture – draw an example.  Day 4 – Draw additional pictures and a non-example. Come up with related words (same, twin, match).  Day 5 – Discuss word with partner to clarify/think.  Day 6 – Game – Concentration (term paired with example).   1. How will you provide multiple opportunities for vocabulary to be used in context?   When you are discussing lesson, model it yourself. Have students give you definition as they use it. Look for doubles across curriculum – twins in a story, 3 legs on each side of an insect etc. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*   1. What materials/manipulatives will you need? Ten frames, counters 2. Will each student have enough materials to model the problems? Yes   -If they do not, will you have them pair up or adjust the problems?   1. Where will students record their work during this phase of the lesson? In math journals 2. How will you check for understanding during this phase of the lesson? Observation during manipulation of counters on ten frame; have students come up and share ways to make 8 ask: 3. Why? 4. Can you explain that? 5. How don you know? 6. Justify your answer. 7. Have you found all the ways to make 8?   Higher Order Questioning – ask students how they got their answer and to explain why it is correct; have some students demonstrate their answers.   1. Will you use the *Extend?* Yes 2. Will you use the *Link to Investigations*? No | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  The *Visual Learning* Bridge, at the top of each lesson, is critical to connecting the Concrete to the Representational and then to the Abstract. Look for *Prevent Misconceptions*.  Choose one option:   * + *Visual Learning Animation* (on-line or CD) Use on-line animation   + Overhead Transparency   + *Visual Learning* Bridge in Student textbook   + Document camera  1. Check for understanding during the *Guided Practice*.    * 1. How did you get that answer?      2. Does anyone have a different answer?      3. Does that answer make sense? 2. Where will students record their work? On their work page. 3. If most students are struggling during this phase of the lesson, what will you do? Reteach with explicit instruction.    * Reteach explicitly with various problems from the *Guided* or *Independent Practice* or the *Reteaching* sets at the back of the *Topic Guide*    * Use lessons from *Meeting Individual Needs.*    * Use the *Differentiated Instruction: Intervention* lesson. 4. Will some of the problems from the *Problem Solving* be included in your *Guided Practic*e or *Independent Practice*? Yes | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*   1. Which problems will you assign? All on worksheet 3-2 2. Where will students record their work? On worksheet 3. Will you collect, grade and record the independent practice? Collect and grade work. 4. How will you check for understanding? Based on the answers of their independent practice. 5. If students do not finish the problems assigned for independent practice, will these problems be homework? No. Take another time to finish; pull back separately if necessary. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Concept Understanding   * + PLC/Grade-Level common formative assessment   + *Quick Check* (in *Teacher Resource Masters)*   + *Writing to Explain*   + *Mind Game Quiz Show*   + Student buzzers or AverPens   + Use responses to the independent practice   Formative Assessment Tools   * + *Topic tests* (online or in text) - use at the end of the topic   + *Item Analysis for Diagnosis and Intervention*   + *Free-Response Test*   + *Performance Assessment*   + CBM-Math   + PLC/Grade-Level common formative assessment   + Other assessment tool   End of each Quarter:   * + *District Common Formative Assessment* (CFA) – conduct quarterly | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Choose from the many options:     * + *Differentiated Instruction*   + *Math Project*   + *Meeting Individual Needs*   + X - Teacher-led interventions for those struggling; others doing center work   + *Leveled Homework*   + Online games from *Envision Digital Premium*      1. Will you do these activities and if so, when? First few minutes of math 2. When will you give directions on how to play? Before play 3. What materials will be needed for the activities? Ten frames and counters 4. Will you work with the Intervention group? - Yes 5. How will you determine which activities will be assigned to each group of students? Based on responses of independent practice. | |
| **HOMEWORK** | |
| Choose from the many options:   * Finish *Independent Practice* and/or *Problem Solving* assignment * *Spiral Review* * *Quick Check* * *X - Leveled Homework* * Online games from *Envision Digital Premium* * Online tutorials from *Envision Digital Premium*  1. Will you collect and grade homework? yes 2. Will you discuss homework? No, unless a need is seen. Is so, when? During intervention time. | |